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ABSTRACT

In response to the growing need for highly competent school administrators, Kentucky has mandated an administrator preparation program to reflect recommendations specified by the University Council for Educational Administration and reforms advocated by other national organizations. Designed to provide prospective principals with an appropriate knowledge base, the Kentucky Assembly's set of 1988 guidelines requires 3 years' teaching experience, a master's degree, and a minimum of 18 semester hours of coursework in 8 major areas. Candidates are required to complete an internship or employment as a practicing principal. After completing a certification program at the university, a candidate is issued a permit for the internship. During the internship, the candidate is monitored by the local school district and the university and given temporary certification for 1 year to complete the internship. Unsuccessful candidates are given another chance, if school districts are willing to hire them as principals. Successful completion entitles the candidate to certification for an additional 4 years. During this time, supplemental coursework must be completed. The primary focus of the internship program involves the opportunity for supervised practice and the framework for demonstration of competence. The program provides prospective principals with employment opportunities, allows closer coordination between school districts and universities, and establishes a network benefiting all parties. (Four references) (MLH)

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THE REFORM OF SCHOOL ADMINISTRATOR PREPARATION:

THE KENTUCKY PRINCIPAL'S INTERNSHIP MODEL

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A paper presented at the Annual Convention of the National Council of Professors of Educational Administration on August 19, 1988 in Kalamazoo, Michigan

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Introduction

The growing body of knowledge about effective schools has consistently pointed out the key role of principals in such schools (Bossert, 1985; Corcoran, 1985). Recent research on educational reform and school improvement programs confirms that success may be largely dependent upon skilled principals (Anderson, 1985). The obsolete conception of the school principal as a relatively passive manager has given way to a more accurate view of the educational administrator as an active instructional leader. Evidence accumulated from research coupled with widespread recent concern about the quality of American education has contributed to a renewed interest in the important role school principals play in initiating and sustaining school excellence.

The need for highly competent individuals to fill positions of school leadership will be particularly great in the coming years. The 1990's will see the most dramatic turnover the principalship has ever experienced. The people filling those vacancies during the next decade are currently in university preparation programs. Their success depends on the quality of the preparation programs which are provided by today's higher education institutions. It is important to examine the current preparatory programs and how they can be altered to satisfy the requirements of future principals.

Kentucky has mandated a program for prospective administrators to reflect recommendations specified by the University Council for Educational Administration and reforms advocated by other national organizations. The program provides participants both a knowledge and skill base appropriate to the principalship. The Kentucky General

Assembly has mandated a new set of guidelines which took effect on January 1, 1988. The guidelines require three years of teaching experience, a master's degree, and a minimum of 18 semester hours of course work including, but not limited to the following:

a) The study of modern administrative theories, processes, and techniques.

b) A study of research available on elementary or middle school or secondary education.

c) A study of elementary or middle school or secondary school curriculum.

d) A study of the techniques of instructional supervision including the acquisition of those skills needed to effectively monitor, evaluate, and coach instructional personnel, and to provide leadership in staff development, in-service, and program evaluation.

e) A study of educational and psychological testing and the application of test data to educational programs.

f) A study of the use of modern technological tools in instruction and administrative processes (i.e., computers).

g) A study of the role of the principal at the early elementary or middle school or secondary school.

The completion of the above requirements along with successfully passing the Administration and Supervision section of the National Teachers' Examination. The NTE Core Battery, and the Kentucky Specialty Test of Instructional and Administrative Practices test, would certify a person to assume the role of a principal intern at the appropriate grade level. The internship would require one full year, involving another principal as the mentor, a central office person (i.e., the superintendent or his designee), and a university faculty member. Upon completion of the internship and 12 additional semester

hours of course work, including but not limited to the following, the person would be certified for a five-year period:

1) A study of business management and accounting procedures in the public schools.

2) A study of the legal aspects of education.

3) A study of personnel administration.

4) A study of community relations.

Each five year renewal thereafter shall require the completion of either two years of experience as a principal, three semester hours of additional graduate credit related to the position of school principal, or forty-two hours participation in the Kentucky Effective Instructional Leadership Training Program.

Background

The Educational Improvement Program provided the following rationale to the Kentucky General Assembly for enactment of this testing and internship program for principals.

> The principalship is an increasingly important position in our educational system. Research clearly indicates that effective principals do make a difference in the performance of teachers and students. Principals, while serving as instructional leaders, must also fill the toughest management post in public education. The changing nature of the position demands that greater attention needs to be given to the preparation programs which train school administrators. Administrators should be required to demonstrate their competency and ability to assume the responsibility.

During the 1985 extraordinary session of the Kentucky General Assembly, legislation was enacted which required testing and a one-year internship as a part of the process for the principal certificate in Kentucky.

Testing Program

The provisions of this legislation were incorporated into statute (KRS 161.027) which stipulated that testing requirements would become effective January 1, 1988, and charged the State Board of Education with the development or selection of appropriate tests including:

a) generic test to assure an acceptable level of communication skills, general knowledge, and professional education concepts related to, but not limited to, instructional leadership, management and supervisory skills; and

b) specialized examination on the current instructional and administrative practices in Kentucky public education.

(KRS 161.027 [3])

The two components of the testing program require that candidates demonstrate a broad range of educational knowledge. Requirements of the testing program are specified by Kentucky Administrative Regulation (704 KAR 20:460).

Principal Intern Program

Effective July 1, 1988, all applicants for certification as principal will be required to successfully complete a one-year internship program when employed as a principal or assistant principal. Exception is provided for persons who have had appropriate experience during two of the preceding ten years.

Structure for the principal intern program will be similar to that of Kentucky's Beginning Teacher Internship Program. The emphasis will be on promoting the growth of the new principal as the school's instructional leader through structured mentoring experiences, performance observations with feedback for growth, access to current

research and information relevant to the role of the principal, and provision of opportunities for networking with both experienced and beginning principals.

Advisory Committee Involvement

Members for a statewide representative advisory committee to this program were appointed by the Superintendent of Public Instruction to represent professional organizations and geographic regions of the state. The committee was actively involved in all phases of the planning and implementation of the program and will continue to provide direction during evaluation of the program.

ELIGIBILITY FOR PARTICIPATION IN THE KENTUCKY PRINCIPAL INTERNSHIP PROGRAM

Effective July 1, 1988, all applicants for certification as a school principal, including vocational principal, are required to successfully complete one-year principal internship program.

Exception to this requirement shall be granted to applicants who have successfully served as a school principal, while holding the appropriate certificate required for that position, for two (2) of the ten (10) years immediately preceding application for certification. Successful experience shall be established by recommendation of the school official responsible for evaluating the applicant during the experience as a school principal. Requirements for submitting such recommendations are covered in Section 1 (2) of the Kentucky Administrative Regulation implementing this program.

Only applicants who have successfully completed all prerequisites to certification specified by statute and regulation, including

testing prerequisites mandated by KRS 161.027, shall be eligible to participate in the principal internship program.

The principal internship shall take place when a person holding a valid Statement of Eligibility for Internship is employed as a principal or assistant principal in a school that is accredited by the Kentucky State Board of Education.

PRINCIPAL INTERN PROGRAM

PURPOSE

Learning on the job under the supervision of qualified professionals at the end of an academic program is well accepted as an important part of the preparation for many professional groups. Through such experiences, interns apply to real-world situations, the theories, procedures, and skills learned in the classroom.

The primary purpose of the principal intern program is to provide new principals with the opportunity for learning under the supervision of professionals.

During the critical first year, the principal intern will be provided a support network which will include:

An assigned principal mentor who will serve as a role model,

Structured support from the local school superintendent or designee with an emphasis on local policies and procedures,

Continued support from university personnel in applying classroom learning,

Information dissemination through the internship program network, and

A peer group seminar.

A secondary purpose of the principal intern program is to provide continuing certification only upon the demonstration of achievement by the principal intern.

Formative performance observations will emphasize the growth of the intern as the school's instructional leader, while a summative evaluation report will be used to make the decision regarding successful completion of the internship and continued certification.

FLOWCHART OF MAJOR COMPONENTS OF THE PRINCIPAL INTERNSHIP PROGRAM

Successful Completion of All Prerequisites

Application for Principal Intern Program

Issued Statement of Eligibility for Principal Internship
Valid for Four Years

Employed within Period of Eligibility as Principal or Assistant Principal in a School Accredited by the State Board of Education

Completion of Statement of Eligibility and Confirmation of Employment for Principal Internship and Mailing to Kentucky Department of Education within Time Specifications

Issued One-Year Principal Certificate

Orientation Meeting for Principal Intern conducted by Employing School Superintendent

Appointment of Committee Members

by Employing School District:	by Kentucky Department of Education:
Superintendent or Designee	Administrator Educator
Principal Mentor (If none available, contact Kentucky Department of Education)	

Notification of Committee Appointments

by Employing School District to Principal Intern and to Kentucky Department of Education	by Kentucky Department of Education to Employing School District

Committee Organizational Meeting
Scheduled by Employing School District

Meetings of Principal Mentor and Principal Intern
on an On-Going Basis

First Sequence of Committee Responsibilities

Second Sequence of Committee Responsibilities

Third Sequence of Committee Responsibilities
Including Decision Regarding Successful Completion of
Principal Internship

Superintendent or Designee Coordinates Completion of Required
Information for Payments to Committee Members

Chairperson Completes Required Reports Regarding Completion
of Internship and Sends One Copy to Each of the Following:
Principal Intern, Employing School Superintendent,
and Kentucky Department of Education

SUCCESSFUL	UNSUCCESSFUL
Issued Appropriate Certificate for Continuing Employment	Re-Issued Statement of Eligibility for One Additional Year of Internship

RESPONSIBILITIES OF THE SCHOOL DISTRICT EMPLOYING A PRINCIPAL INTERN

1. To complete Part B of the "Statement of Eligibility and Confirmation of Employment for the Principal Intern" form and forward to the Kentucky Department of Education, Division of Teacher Education and Certification at the earliest possible date, but not later than July 1 of the employment year. When a principal is employed after July 1, the form shall be submitted not later than 20 calendar days following employment.
2. To appoint a principal mentor to the Principal Intern Committee, using stated program preference criteria. This may include communication with another school district or the Kentucky Department of Education.
3. To provide an orientation meeting for the principal intern to clearly inform of program requirements. This orientation meeting should ordinarily be held prior to activities necessary to begin a school year. To provide to the principal intern the names of members of the Principal Intern Committee at that time, or as soon as possible.
4. To provide to the Kentucky Department of Education designated information related to the principal mentor and superintendent or designee who will serve as members of the Principal Intern Committee as soon as these are identified. Such information shall include name, Social Security number, address, and telephone number.
5. To schedule a meeting of the Principal Intern Committee not later than 15 days following appointment of all committee members. At

that time, the committee shall meet with the Principal Intern to clarify roles, procedures and expectations. The committee shall also select a chairperson who will be responsible for scheduling future observation visits and conferences and for the completion of required reports.

6. To authorize specified payment to the Principal Mentor and to prepare required reports to secure reimbursement from the Kentucky Department of Education for such payment. Specified payment includes mileage expenses in accordance with state travel regulations and an amount not to exceed $1,000 as compensation for out-of-school time spent with the Principal Intern. A copy of the Principal Intern Committee's report certifying the number of hours spent by the Principal Mentor with the Principal Intern shall be attached to this form.

RESPONSIBILITIES OF INSTITUTIONS OF HIGHER EDUCATION

1. To provide the Kentucky Department of Education, Division of Teacher Education and Certification, a listing of faculty eligible to serve as members of Principal Intern Committees.
2. To schedule in cooperation with the Kentucky Department of Education, attendance of faculty at required training.
3. To identify appropriate Administrator Educator members for individual Principal Internship Committees in cooperation with the Kentucky Department of Education.
4. To provide for a schedule which will allow the attendance of Administrator Educators at all observations, meetings, and conferences.

5. To submit required forms to secure reimbursement for an amount of $200 for each Administrator Educator and for mileage expenses in accordance with state travel regulations. Each institution shall make its own determination as to the allocation of funds received from this program.
6. To provide a structure for the sharing of information gained from participation in the Principal Intern Program for the improvement of the principal training program.

RESPONSIBILITIES OF THE KENTUCKY DEPARTMENT OF EDUCATION

1. To oversee the statewide administration of the Principal Intern Program.
2. To issue appropriate certificates to applicants to the program.
3. To appoint the Administrator Educator members of the Principal Intern Committees upon receipt of the completed Statement of Eligibility and Confirmation of Employment for the Principal Internship Program and to notify the employing school districts of such appointments.
4. To ensure that appropriate persons have been appointed to all roles of each principal intern committee.
5. To provide training in the supervision, assistance, and assessment of Principal Interns for all Principal Intern Committee members and to reimburse participants for the cost of travel expenses in accordance with state travel regulations.
6. To monitor compliance with all program requirements.
7. To provide a minimum of one peer group seminar for Principal Interns.

8. To disseminate research and information relevant to the role of the beginning principal to Principal Interns and Principal Intern Committee members.
9. To issue the appropriate certificate to Principal Interns upon completion of the one-year intern program requirement.
10. To handle payments to Principal Intern Committee members as specified by regulation and other sections of this handbook.
11. To collect data to evaluate the success of this program and to serve as the basis for program improvement.
12. To provide for a statewide representative advisory committee to the program which will meet on an annual basis, or more often as needed.

PRINCIPAL INTERN COMMITTEE

The Principal Intern Committee shall be composed of three members. All members of the committee shall successfully complete the required Principal Intern Committee training in order to provide a consistent program for the supervision, assistance, and assessment of interns across the Commonwealth. The committee members shall select a chairperson who will be responsible for scheduling all visits and conferences and for completion of required reports.

Membership shall include:

A mentor principal who is selected by the employing local school district superintendent with preference given to: (1) a currently-employed principal of similar school level within the employing district, (2) a currently-employed principal of similar school level from a nearby school district, (3) a currently-employed principal of a different school level within the employing district, (4) a currently-employed principal of a different school level from a nearby school district, (5) a recently retired successful principal of a similar school level, and (6) a recently retired successful principal of a

different school level. An assistant principal shall not serve as a mentor principal. If no mentor principal is available through any of these options, a qualified person shall be identified by the Kentucky Department of Education.

The local school district superintendent or designee who has teaching and school building-level administrative experience.

An administrator educator representing a state-approved administrator training program. This person must have school building-level administrative experience. The Kentucky Department of Education, in consultation with the institution of higher education, will appoint the administrator educator. If an administrator educator is not available, the Kentucky Department of Education will identify a qualified person to serve in this capacity.

RESPONSIBILITIES OF THE COMMITTEE CHAIRPERSON

1. To schedule all sequences of committee observations, meetings, and conferences.
2. To prepare Summative Report of Intern regarding successful completion at internship and to provide one copy to each of the following: Principal Intern, employing school superintendent, and Kentucky Department of Education, Division of Teacher Education and Certification.

RESPONSIBILITIES OF THE PRINCIPAL MENTOR

1. To successfully complete required training on the Principal Intern program.
2. To serve as a role model and primary resource to the Principal Intern.
3. To establish and maintain a professional relationship based on trust and open communication for the purpose of accomplishing maximum growth by the Principal Intern.
4. To observe the Principal Intern a minimum of three times.

5. To spend a minimum of 50 hours outside of scheduled school hours with the Principal Intern. During these sessions, the Principal Mentor should answer questions, discuss problems, make suggestions, and address areas for growth suggested by the Principal Intern Committee.
6. To participate in all Principal Intern Committee meetings and conferences.
7. To report to the Principal Intern Committee regarding the progress and problems observed in work with the Principal Intern.
8. To participate in the completion of the Summative Report on Intern which includes a decision on the successful completion of the Principal Intern Program.
9. To provide a report of the number of hours spent with the Principal Intern at each Principal Intern Committee Meeting.
10. To use a variety of means to ensure input from faculty and staff regarding the performance of the Principal Intern.
11. To complete required reports.
12. To observe the confidentiality of information about the Principal Intern.

RESPONSIBILITIES OF THE SUPERINTENDENT OR DESIGNEE

1. To successfully complete required training on the Principal Intern Program.
2. To provide information on district policies and procedures to the Principal Intern.

3. To observe performance of the Principal Intern a minimum of three times.
4. To participate in all Principal Intern Committee meetings and conferences.
5. To identify local resources to promote growth as indicated by performance observation.
6. To participate in the completion of the Summative Report on Intern
6. To participate in the completion of the Summative Report on Intern which includes a decision on the successful completion of the internship.
7. To complete required reports for payments to Principal Intern Committee members and to collect and retain reports from the Principal Mentor regarding out-of-school time spent with the Principal Intern.
8. To observe the confidentiality of information about the Principal Intern.

RESPONSIBILITIES OF THE ADMINISTRATOR EDUCATOR

1. To successfully complete required training on the Principal Intern Program.
2. To provide a link between academic preparation and on-the-job demands for the intern.
3. To observe the performance of the Principal Intern a minimum of three times.
4. To participate in all Principal Intern Committee meetings and conferences.
5. To identify resources to promote growth as indicated by performance observation.

6. To participate in completion of the Summative Report on Intern which includes a decision on successful completion of the internship.
7. To use information gained from participation in the Principal Intern Program for the improvement of the principal preparation program at the institution of higher education.
8. To complete required reports.
9. To observe the confidentiality of information about the Principal Intern.

RESPONSIBILITIES OF THE PRINCIPAL INTERN

1. To meet the job expectations of the employer to the best of the intern's abilities.
2. To attend state and district required orientation and training on the Principal Intern Program.
3. To become familiar with the requirements of the Principal Intern Program.
4. To agree to an observation schedule which will include announced and unannounced observation visits by the Principal Intern Committee.
5. To attend the Principal Intern Committee Conferences.
6. To meet with the assigned Principal Mentor for a minimum of 50 hours of non-scheduled school time.
7. To function as an active member of the Principal Intern Committee by taking part in discussions, seeking clarification when expectations or remarks are not understood, working with the Principal Mentor to accomplish professional growth, reporting to the committee on perceived progress, and demonstrating a

commitment to professional development through the Principal Intern Program.

TIMETABLE FOR PRINCIPAL INTERN COMMITTEE

TIME PERIOD	PURPOSE
Scheduled by school district employing principal intern, not later than 15 days following appointment of all members	Elect Chairperson; meet with Principal Intern to clarify roles, procedures, and expectations; and schedule first* sequence of committee's responsibilities (* A sequence consists of an observation visit, committee meeting, and committee conference.)
July 1 through November 1	First sequence
November 2 through March 1	Second sequence
March 2 through May 31	Third sequence including decision regarding successful completion of internship

SUGGESTED TIMETABLE FOR PRINCIPAL MENTORS

TIME PERIOD	NUMBER OF OUT-OF-SCHOOL HOURS SPENT WITH PRINCIPAL INTERN
July 1 through November 1	20
November 2 through March 1	15
March 2 through May 31	15

NECESSARY ADJUSTMENTS

If the Principal Intern is employed after the school year has commenced, the committee is expected to make appropriate adjustments in the timetables. In unusual circumstances, the period of internship may span two school years in order that the Principal Intern may complete the requirement for a minimum of 140 contract days.

STIPENDS AND REIMBURSEMENTS TO PRINCIPAL INTERN COMMITTEE

Principal Mentor

The Principal Mentor shall receive a stipend not to exceed $1,000 as compensation for out-of-school time spent with the Principal Intern. Mileage expenses shall be reimbursed in accordance with state travel regulations.

Administrative Educator

Each institution of higher education shall receive a payment of $200 for each intern served and shall be reimbursed for mileage expenses in accordance with state travel regulations.

Superintendent or Designee

All costs involved by the Superintendent or designee shall be the responsibility of the local school district.

SUGGESTED AREAS FOR EVALUATION IN THE CERTIFICATION OF PRINCIPALS

I. INSTRUCTIONAL LEADERSHIP

THE PRINCIPAL:

A. Provides direction for the school.

B. Provides for the management of instruction.

C. Effectively implements evaluation strategies oriented toward improvement of instruction.

D. Provides leadership for positive educational change.

E. Demonstrates effective skill in the recruitment, selection and assignment of school personnel.

F. Promotes on-going staff development.

G. Communicates standards of expected performance.

H. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum.

II. SCHOOL MANAGEMENT

THE PRINCIPAL:

A. Provides for effective and efficient day-to-day operation of the school.

B. Ensures that school plant and facilities are conducive to a positive learning environment.

C. Ensures efficient management of building-level fiscal resources.

D. Promotes and maintains a positive school climate.

E. Establishes and maintains effective discipline in the school.

F. Demonstrates effective communication skills.

G. Demonstrates effective problem-solving and decision-making skills.

H. Demonstrates effective organization skills.

III. INTERPERSONAL RELATIONSHIPS

THE PRINCIPAL:

A. Demonstrates positive interpersonal relationships with students.

B. Demonstrates positive interpersonal relationships with staff.

C. Demonstrates positive interpersonal relationships with other administrators.

D. Demonstrates positive interpersonal relationships with parents/community.

IV. PROFESSIONAL RESPONSIBILITIES

THE PRINCIPAL:

A. Implements the policies and procedures of the district.

B. Participates in professional growth activities.

C. Demonstrates a sense of professional responsibility.

OBSERVATION OF THE PRINCIPAL INTERN FORM

Name of Principal Intern _____ Date _____

Time Started _____ Time Ended _____ Observer's Name _____

EVALUATION AREAS

1. Provides director for the school.

2. Provides for management of instruction.

3. Effectively implements evaluation strategies oriented toward improvement of instruction.

4. Provides leadership for positive educational change.

5. Demonstrates effective skill in the recruitment, selection and assignment of school personnel.

6. Promotes ongoing staff development.

7. Communicates standards of expected performance.

8. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum.

9. Provides for effective and efficient day-to-day operation of the school.

10. Ensures that school plant and facilities are conducive to a positive learning environment.

11. Ensures efficient management of building-level fiscal resources.

12. Promotes and maintains a positive school climate.

13. Establishes and maintains effective discipline in the school.

14. Demonstrates effective communication skills.

15. Demonstrates effective problem-solving and decision-making skills.

16. Demonstrates effective organizational skills.

17. Demonstrates positive interpersonal relationships with students.

18. Demonstrates positive interpersonal relationships with staff.

19. Demonstrates positive interpersonal relationships with other administrators.

20. Demonstrates positive interpersonal relationships with parents/community.

21. Implements policies and procedures of the district.

22. Participates in professional growth activities.

23. Demonstrates a sense of professional responsibility.

Note: "N.O." should be recorded for not observed. Areas observed at times other than the on-site observation should be noted and dated on this form beside the appropriate area. (Handbook for the Beginning Principal Intern Program, 1988)

SUMMARY

Many national organizations have advocated the necessity of modifying current preparation programs for educational administrators, particularly principals. Western Kentucky University is in a unique position to begin implementation of several recommendations that are advocated by school reform groups.

The essentiality of training highly competent school administrators has never been more in evidence. According to research by national organizations, approximately fifty (50) percent of all practicing principals will leave the profession in the next decade.

Historically, the research literature has reflected the principalship as a position with a great amount of ambiguity, chaos, and diversity. Modernistic programs must prepare future administrators to be more than glorified custodians responsible primarily for building maintenance. The stereotypical view of the principal as administrative manager will not be sufficient to meet the increased demands for instructional leadership. The current literature is now illustrating the key role played by principals in building and maintaining effective schools.

The proposed internship program is correlated to the national reform reports. It provides prospective administrators with both a knowledge and a skill base.

Candidates are required to complete an internship which is employment as a practicing principal. After completing a certification program at the university, a candidate is issued a permit for the internship. A local school system must then employ the candidate as a principal. During the internship the candidate is

monitored by the local school district and the university. The candidate is given temporary certification for one year to complete the internship. Unsuccessful candidates are given one more chance, if a school district is willing to employ them as a principal. Successful completion entitles the candidate to certification for an additional four years. During this time supplementary course work must be completed in administrative areas, including school personnel administration and school business management.

The internship will involve both university personnel and practicing school administrators working with the new principals. A three member team will serve as resource personnel for the intern and will also be responsible for recommending certification upon completion of the internship.

The primary focus of the internship program involves the opportunity for supervised practice and the framework for demonstration of competence. The program not only provides the prospective principal with employment opportunities, it allows closer coordination between school districts and universities. Professors of educational administration are part of the process and must work cooperatively with local school personnel. Finally, a network is established that serves as both a resource to the principal, but also to those who work with the candidate.

The possibilities for improvement are limitless. The opportunity is now. The principal's internship will prove to be the vehicle for success.

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